

Name _____ Date _____ Teacher _____

Grade 4 Module 6 End-of-Module Assessment Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

Module 6: End-of-Module Assessment							
Question	Domain			Standards			
	Number and Operations – Fractions			Measurement and Data	4.NF.5	4.NF.6	4.NF.7 4.MD.2
1	1	2	3	4	X	X	
2	1	2	3	4		X	
3	1	2	3	4		X	X
4	1	2	3	4	X		
5	1	2	3	4	X		
6	1	2	3	4	X	X	X

Domain Score	Number and Operations – Fractions		Measurement and Data	
Total Points				
2Level	4	21-24 points	4	4 points
	3	15-20 points	3	3 points
	2	9-14 points	2	2 points
	1	6-8 points	1	1 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Grade 4 Module 6 End-of-Module Assessment Score Sheet (continued)

End-of-Module Assessment Task (Topics A–E) Clusters and Standards Addressed

Understand decimal notation for fractions, and compare decimal fractions.

- 4.NF.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.* (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)
- 4.NF.6** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
- 4.NF.7** **Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.**

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.